

DOUGLAS ELEMENTARY

215 S. E. Diggs Road
Trenton,, S. C. 29847

GRADES K-5 Elementary School

ENROLLMENT 243 Students

PRINCIPAL Sammie L. Williams 803-275-1752

SUPERINTENDENT Dr. Sharon W. Keesley 803-275-4601

BOARD CHAIR Bradley D. Covar 803-637-3775

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	57	26	2

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

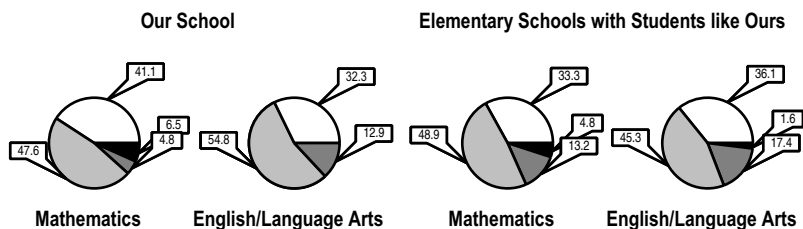
FOR MORE INFORMATION, VISIT WEBSITES AT:




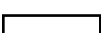
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	29	21
Percent satisfied with learning environment	96.2%	100.0%	95.2%
Percent satisfied with social and physical environment	100.0%	89.7%	90.5%
Percent satisfied with home-school relations	52.0%	100.0%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	138	99.3	32.3	54.8	12.9	N/A	12.9	17.6
Gender								
Male	80	100.0	32.9	57.5	9.6	N/A	9.6	17.6
Female	58	98.3	31.4	51.0	17.6	N/A	17.6	17.6
Racial/Ethnic Group								
White	40	97.5	28.6	51.4	20.0	N/A	20.0	17.6
African-American	95	100.0	34.1	55.7	10.2	N/A	10.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	77	100.0	29.7	50.0	20.3	N/A	20.3	17.6
Disabled	61	98.4	36.0	62.0	2.0	N/A	2.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	138	99.3	32.3	54.8	12.9	N/A	12.9	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	137	99.3	32.2	54.2	13.6	N/A	13.6	17.6
Socio-Economic Status								
Subsidized meals	109	100.0	33.7	55.1	11.2	N/A	11.2	17.6
Full-pay meals	29	96.6	26.9	53.8	19.2	N/A	19.2	17.6

Mathematics								
All students	138	99.3	41.1	47.6	4.8	6.5	11.3	15.5
Gender								
Male	80	100.0	37.0	50.7	4.1	8.2	12.3	15.5
Female	58	98.3	47.1	43.1	5.9	3.9	9.8	15.5
Racial/Ethnic Group								
White	40	97.5	20.0	51.4	8.6	20.0	28.6	15.5
African-American	95	100.0	50.0	45.5	3.4	1.1	4.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	77	100.0	27.0	55.4	6.8	10.8	17.6	15.5
Disabled	61	98.4	62.0	36.0	2.0	N/A	2.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	138	99.3	41.1	47.6	4.8	6.5	11.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	137	99.3	41.5	46.6	5.1	6.8	11.9	15.5
Socio-Economic Status								
Subsidized meals	109	100.0	45.9	48.0	3.1	3.1	6.1	15.5
Full-pay meals	29	96.6	23.1	46.2	11.5	19.2	30.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	37.2	48.8	14.0	N/A	14.0
	Grade 4	43	N/A	31.0	50.0	19.0	N/A	19.0
	Grade 5	42	N/A	23.1	64.1	12.8	N/A	12.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	50	98.0	32.6	47.8	19.6	N/A	19.6
	Grade 4	42	100.0	33.3	56.4	10.3	N/A	10.3
	Grade 5	46	100.0	30.8	61.5	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	65.1	30.2	2.3	2.3	4.7
	Grade 4	43	N/A	42.9	50.0	4.8	2.4	7.1
	Grade 5	42	N/A	53.8	38.5	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	50	98.0	39.1	47.8	4.3	8.7	13.0
	Grade 4	42	100.0	46.2	43.6	5.1	5.1	10.3
	Grade 5	46	100.0	38.5	51.3	5.1	5.1	10.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 243)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.6%	Down from 12.5%	3.5%	2.4%
Attendance rate	94.3%	Down from 96.5%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.5%	Up from 0.0%	6.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	21.1%	Up from 20.6%	8.8%	8.0%
Older than usual for grade	10.7%	Down from 11.9%	2.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	29.6%	Up from 20.0%	45.3%	50.0%
Continuing contract teachers	88.9%	Up from 88.0%	81.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.4%	Up from 91.9%	83.2%	86.2%
Teacher attendance rate	93.8%	Up from 93.5%	94.3%	95.3%
Average teacher salary	\$36,410	Up 2.8%	\$38,916	\$39,909
Prof. development days/teacher	9.1 days	Down from 9.4 days	12.7 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	13.2 to 1	Down from 14.8 to 1	17.4 to 1	18.9 to 1
Prime instructional time	86.7%	Down from 88.4%	87.9%	89.7%
Dollars spent per pupil*	\$0	Down 730200.0%	\$6,106	\$5,892
Percent spent on teacher salaries*	N/A	N/A	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was very challenging for Douglas Elementary. Our children met each challenge by working extremely hard to improve their academic skills. We are totally committed to providing the best instructional activities for our children.

We are a standards-based school. We want each child to achieve his or her full potential. With your support, we will be able to achieve our goal.

If you have any questions or concerns, please call at 275-1752. You may come by the school at any time.

Sammie L. Williams
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.